

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

School Results

School: Harriet Beecher Stowe Elem

District: Brunswick School Department

Code: 1026-2631



Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Grade Level Summary Report

School: Harriet Beecher Stowe Elem
 District: Brunswick School Department
 State: Maine
 Code: 1026-2631

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	142			142			13,323			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	140	140		140	140		13,017	13,022		99	99		99	99		98	98	
With an approved accommodation	20	20		20	20		2,712	2,731		14	14		14	14		21	21	
Current LEP Students	3	3		3	3		367	378		2	2		2	2		3	3	
With an approved accommodation	0	0		0	0		186	200		0	0		0	0		51	53	
IEP Students	22	22		22	22		2,068	2,071		16	16		16	16		16	16	
With an approved accommodation	20	20		20	20		1,705	1,703		91	91		91	91		82	82	
Students not tested in NECAP	2	2		2	2		306	301		1	1		1	1		2	2	
State Approved	2	2		2	2		248	236		100	100		100	100		81	78	
Alternate Assessment	1	1		1	1		218	211		50	50		50	50		88	89	
First Year LEP	0	0		0	0		7	0		0	0		0	0		3	0	
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Special Consideration	1	1		1	1		23	25		50	50		50	50		9	11	
Other	0	0		0	0		58	65		0	0		0	0		19	22	

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
		N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	142	2	0	140	34	24	67	48	30	21	9	6	447	140	24	48	21	6	447	13,017	17	52	20	11	445	
MATH	142	2	0	140	41	29	48	34	28	20	23	16	445	140	29	34	20	16	445	13,022	20	46	20	15	444	
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Reading Results

School: Harriet Beecher Stowe Elem
District: Brunswick School Department
State: Maine
Code: 1026-2631

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 456–480)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 440–455)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

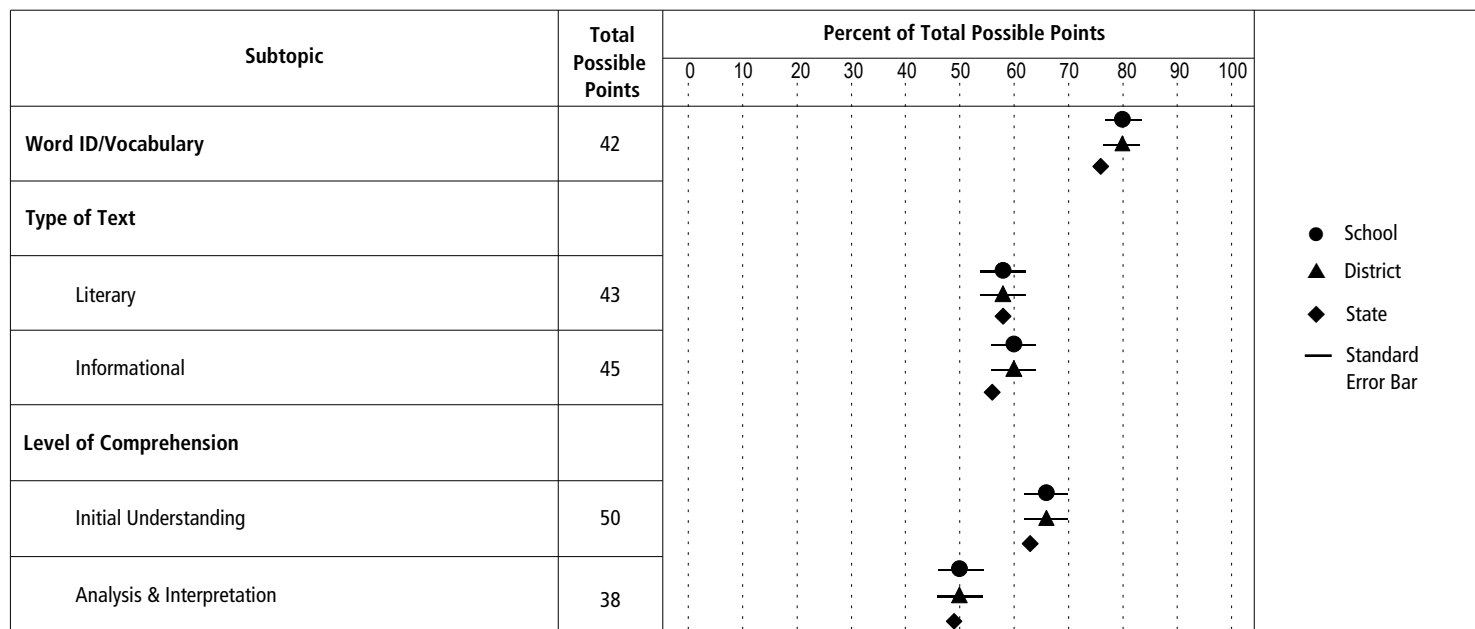
(Scaled Score 431–439)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11					31	19	79	49	31	19	21	13	444
2011-12	170	4	4	162	34	24	67	48	30	21	9	6	447
2012-13	142	2	0	140									
Cumulative Total													
District													
2010-11	171	0	1	170	30	18	86	51	37	22	17	10	446
2011-12	170	4	4	162	31	19	79	49	31	19	21	13	444
2012-13	142	2	0	140	34	24	67	48	30	21	9	6	447
Cumulative Total	483	6	5	472	95	20	232	49	98	21	47	10	446
State													
2010-11	13,730	266	89	13,375	2,347	18	6,660	50	2,903	22	1,465	11	445
2011-12	13,407	237	67	13,103	2,417	18	6,853	52	2,509	19	1,324	10	445
2012-13	13,323	248	58	13,017	2,153	17	6,807	52	2,622	20	1,435	11	445
Cumulative Total	40,460	751	214	39,495	6,917	18	20,320	51	8,034	20	4,224	11	445





Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Disaggregated Reading Results

School: Harriet Beecher Stowe Elem
 District: Brunswick School Department
 State: Maine
 Code: 1026-2631

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	142	2	0	140	34	24	67	48	30	21	9	6	447	140	24	48	21	6	447	13,017	17	52	20	11	445
Gender																									
Male	68	2	0	66	12	18	32	48	16	24	6	9	444	66	18	48	24	9	444	6,715	13	51	22	14	443
Female	74	0	0	74	22	30	35	47	14	19	3	4	449	74	30	47	19	4	449	6,302	20	53	18	8	447
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										3						238	11	49	28	12	443
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						105	6	54	25	15	441
Asian	1	0	0	1										1						197	31	46	17	6	449
Black or African American	2	0	0	2										2						375	5	38	25	32	436
Native Hawaiian or Pacific Islander	0	0	0	0										0						17	35	41	24	0	450
White	130	2	0	128	31	24	60	47	28	22	9	7	447	128	24	47	22	7	447	11,908	17	53	20	10	445
Two or more races	6	0	0	6										6						177	15	51	21	12	444
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	3	0	0	3										3						367	7	31	30	33	435
Former LEP student - monitoring year 1	0	0	0	0										0						13	54	46	0	0	455
Former LEP student - monitoring year 2	0	0	0	0										0						17	35	35	18	12	450
All Other Students	139	2	0	137	32	23	66	48	30	22	9	7	447	137	23	48	22	7	447	12,620	17	53	20	10	445
IEP																									
Students with an IEP	24	2	0	22	1	5	4	18	10	45	7	32	434	22	5	18	45	32	434	2,068	2	24	32	42	432
All Other Students	118	0	0	118	33	28	63	53	20	17	2	2	449	118	28	53	17	2	449	10,949	19	58	18	5	447
SES																									
Economically Disadvantaged Students	47	1	0	46	7	15	14	30	17	37	8	17	441	46	15	30	37	17	441	6,493	9	49	26	16	441
All Other Students	95	1	0	94	27	29	53	56	13	14	1	1	450	94	29	56	14	1	450	6,524	24	56	15	6	449
Migrant																									
Migrant Students	0	0	0	0										0						8					
All Other Students	142	2	0	140	34	24	67	48	30	21	9	6	447	140	24	48	21	6	447	13,009	17	52	20	11	445
Title I																									
Students Receiving Title I Services	1	0	0	1										1						3,932	8	45	30	16	441
All Other Students	141	2	0	139	34	24	67	48	30	22	8	6	447	139	24	48	22	6	447	9,085	20	55	16	9	447
504 Plan																									
Students with a 504 Plan	0	0	0	0										0						285	13	59	19	9	445
All Other Students	142	2	0	140	34	24	67	48	30	21	9	6	447	140	24	48	21	6	447	12,732	17	52	20	11	445

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Mathematics Results

School: Harriet Beecher Stowe Elem
 District: Brunswick School Department
 State: Maine
 Code: 1026-2631

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 455–480)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 440–454)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

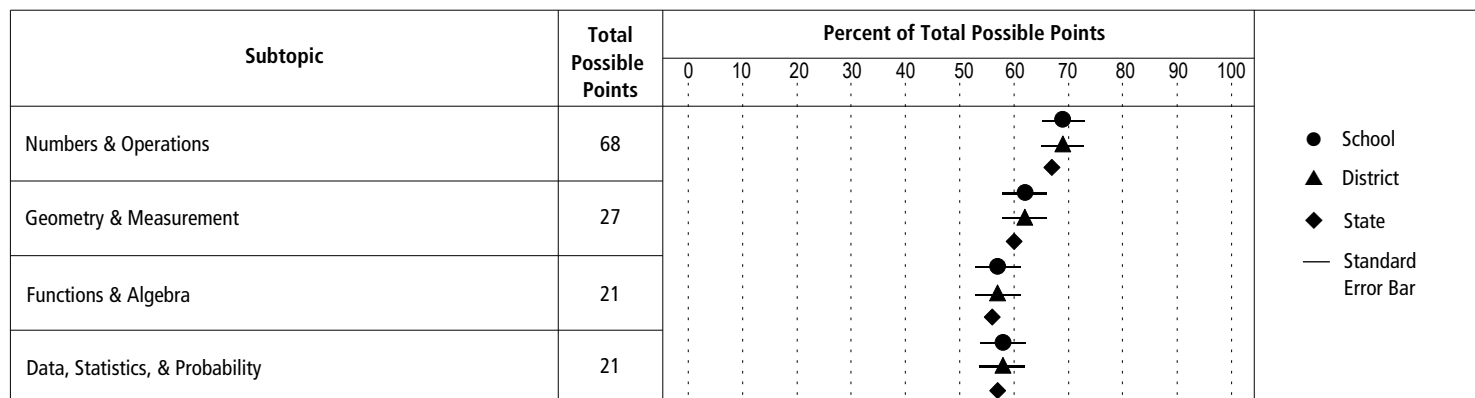
(Scaled Score 431–439)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11													
2011-12	170	4	3	163	22	13	84	52	26	16	31	19	443
2012-13	142	2	0	140	41	29	48	34	28	20	23	16	445
Cumulative Total													
District													
2010-11	171	0	1	170	28	16	76	45	40	24	26	15	444
2011-12	170	4	3	163	22	13	84	52	26	16	31	19	443
2012-13	142	2	0	140	41	29	48	34	28	20	23	16	445
Cumulative Total	483	6	4	473	91	19	208	44	94	20	80	17	444
State													
2010-11	13,730	220	94	13,416	2,032	15	6,041	45	3,241	24	2,102	16	443
2011-12	13,407	215	77	13,115	2,497	19	6,105	47	2,644	20	1,869	14	444
2012-13	13,323	236	65	13,022	2,541	20	5,944	46	2,639	20	1,898	15	444
Cumulative Total	40,460	671	236	39,553	7,070	18	18,090	46	8,524	22	5,869	15	444





Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Disaggregated Mathematics Results

School: Harriet Beecher Stowe Elem
 District: Brunswick School Department
 State: Maine
 Code: 1026-2631

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	142	2	0	140	41	29	48	34	28	20	23	16	445	140	29	34	20	16	445	13,022	20	46	20	15	444
Gender																									
Male	68	2	0	66	20	30	23	35	13	20	10	15	445	66	30	35	20	15	445	6,722	20	45	20	15	444
Female	74	0	0	74	21	28	25	34	15	20	13	18	444	74	28	34	20	18	444	6,300	19	46	21	14	444
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										3						239	13	39	28	20	441
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						105	7	46	31	16	440
Asian	1	0	0	1										1						198	30	43	15	12	448
Black or African American	2	0	0	2										2						380	4	34	25	36	435
Native Hawaiian or Pacific Islander	0	0	0	0										0						17	18	53	12	18	445
White	130	2	0	128	36	28	44	34	26	20	22	17	444	128	28	34	20	17	444	11,907	20	46	20	14	444
Two or more races	6	0	0	6										6						176	17	44	23	16	443
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	3	0	0	3										3						378	6	29	26	38	435
Former LEP student - monitoring year 1	0	0	0	0										0						13	38	62	0	0	454
Former LEP student - monitoring year 2	0	0	0	0										0						17	29	41	18	12	448
All Other Students	139	2	0	137	39	28	48	35	27	20	23	17	444	137	28	35	20	17	444	12,614	20	46	20	14	444
IEP																									
Students with an IEP	24	2	0	22	0	0	7	32	2	9	13	59	431	22	0	32	9	59	431	2,071	4	23	27	45	432
All Other Students	118	0	0	118	41	35	41	35	26	22	10	8	447	118	35	35	22	8	447	10,951	22	50	19	9	446
SES																									
Economically Disadvantaged Students	47	1	0	46	4	9	15	33	11	24	16	35	437	46	9	33	24	35	437	6,497	11	42	25	22	440
All Other Students	95	1	0	94	37	39	33	35	17	18	7	7	448	94	39	35	18	7	448	6,525	28	49	15	7	448
Migrant																									
Migrant Students	0	0	0	0										0						8					
All Other Students	142	2	0	140	41	29	48	34	28	20	23	16	445	140	29	34	20	16	445	13,014	20	46	20	15	444
Title I																									
Students Receiving Title I Services	1	0	0	1										1						3,936	9	40	30	22	440
All Other Students	141	2	0	139	41	29	48	35	28	20	22	16	445	139	29	35	20	16	445	9,086	24	48	16	12	446
504 Plan																									
Students with a 504 Plan	0	0	0	0										0						284	13	51	23	13	443
All Other Students	142	2	0	140	41	29	48	34	28	20	23	16	445	140	29	34	20	16	445	12,738	20	46	20	15	444

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.